HEQCO

ANNUAL REPORT

2013-14

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PROFILE

Established in 2005, the Higher Education Quality Council of Ontario (HEQCO) is an agency of the Government of Ontario that brings evidence-based research to the continued improvement of the province's postsecondary education (PSE) system. HEQCO seeks to influence the key decisions, practices and policies that will guide Ontario's public postsecondary system to national and international leadership, while providing Ontarians with the greatest opportunities for social mobility and economic success.

Three pressing questions guide HEQCO's research activities:

1. How can we improve access to higher education for groups that are underrepresented?
2. Are Ontario students graduating with the knowledge and skills they need to succeed in life and work?
3. How can Ontario provide a high-quality postsecondary education in a period of continued growth and diminishing resources?

HEQCO informs the future of Ontario higher education through evidence-based research; engaging with the world's leading postsecondary research and policy organizations; convening expertise on key issues in Ontario postsecondary education; and mobilizing knowledge clearly, consistently and effectively with all relevant audiences.

CHAIR'S MESSAGE

Thank you for taking the time to read HEQCO's 2013-14 Annual Report. The Board views the Annual Report as an important statement of accountability and an opportunity to inform the community of the wise stewardship of the resources with which we have been entrusted.

I would like to introduce to you our newest board member, Mark Stabile. Mark's academic leadership coupled with his extensive background in public policy make important contributions to HEQCO's dual mandate of research and policy advice.

It was a busy year for HEQCO. We had 81 projects underway and published 38 reports – the most we've ever produced in one year. Most notably, we contributed to the important policy discussions around differentiation of Ontario's colleges and universities as well as the teaching loads and research outputs of Ontario university faculty. HEQCO also published its performance indicators report on our evaluation of the sector, as well as our expert panel report on the Strategic Mandate Agreements of Ontario's colleges and universities.

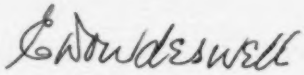
It is a common view that Ontario's future economic health may depend upon the province's ability to diversify and restructure its economy to include new and emerging industries and services. To be successful, the province will require a talented and highly educated citizenry; enhanced entrepreneurship, innovation and productivity; and discoveries, insights and new knowledge. Because of the students they educate, the discoveries and innovations they foster and the communities they support, these outputs of Ontario's colleges and universities will be instrumental to the future success and prosperity of Ontario.

A high-quality postsecondary education system should provide Ontarians with the greatest opportunities for social mobility and economic success; act as a magnet to recruit the best talent to Ontario; create and support a robust economy and jobs grounded in an increasingly competitive knowledge-based worldwide economy; improve opportunities for regional economic and social development; and foster an engaged, socially aware and civic-minded Ontario population.

As Ontario emerges from the recent global recession, it looks to its public postsecondary education system to help put the province back on solid footing, with a well-educated labour force that excels under rapidly changing expectations and leading research with real-world applications. Our 20 universities and 24 colleges of applied arts and technology have demonstrable strengths in meeting these expectations.

HEQCO continues to explore the pathways to these student and system outcomes through its evidence-based research, knowledge mobilization and engagement with leading thinkers. As the only organization of its kind in Canada, HEQCO continues to build on the vision that led to its creation in 2005. Confident that informed decisions are better decisions, HEQCO is proud to be a unique partner in shaping the future of Ontario's postsecondary education system.

We appreciate your continued support in helping to enhance Ontario's postsecondary education system.



Elizabeth Dowdeswell
Chair

MEETING OUR GOALS

Goal 1: Inform Debate, Influence Decisions

Our research activities form the foundation of our mandate. Our credibility is founded on the validity and authority of our research and it is from this position that HEQCO informs and influences decision-making by government, and motivates best practice by Ontario's colleges and universities. From effective teaching to experiential learning, from sustainable funding to learning outcomes, HEQCO's work is aligned with the policy directions, interests and needs of the postsecondary sector. We influence practice and policy discussion with strong research that provides direction and clarity about the future.

HEQCO's research focus has evolved over time to reflect the interests and concerns of the Ontario government and the broader postsecondary sector. In the first five years of HEQCO's mandate, access was of primary concern to the Ontario government. Identifying how the Ontario sector was performing on access, and in particular in relation to underrepresented groups, was a core part of our business. HEQCO developed a full body of research in this area, focusing on the access and completion of underrepresented groups that were of particular interest to the Ontario government, and the supports and services available to these students in institutions.

As concerns turned to issues of cost, sustainability and accountability – and in particular quality – so too did HEQCO's research. While sustaining our focus on accessibility (including improving access for groups who are underrepresented), our work is also exploring critical issues in learning outcomes (including research into teaching and learning, online learning and assessment of student core competencies) and system design (including credit transfer, outcomes-based funding and differentiation), because addressing these pressing problems will contribute to a strong and vibrant Ontario postsecondary education system.

We influence practice and policy discussion with strong research that provides direction and clarity about the future.

ACCESSIBILITY

Government's dominant policy priority over the past three decades has been access, driven by enrolment-based funding mechanisms and a strong commitment to financial aid. Institutions have responded. Overall enrolments have grown by over 200,000 additional students in the past decade alone. As a result of this and immigration policies that favour highly educated candidates, Ontario has the highest adult postsecondary attainment rates in the OECD. Unique in the world, Ontario (and Canada) has achieved this through a strong and successful commitment to a balance between university and college education. The ratio of Ontario adults with a college credential to those with a university credential is nearly one to one. Across the OECD it is one to two. In the United States it is one to three.

Achieving these rates of access and attainment has also required attentiveness to ensuring access and success for non-traditional and underrepresented students. HEQCO has contributed significantly to that agenda by making access-related research a primary focus in its first five years.

LEARNING OUTCOMES/QUALITY

While the access agenda has been a success for Ontario, with more work to be done for those who are disenfranchised at the margin, the record on quality is less certain. Ontario – its government, the media, the sector itself – is increasingly worried about the quality outcomes of postsecondary education.

There are also concerns about skills matches and skills gaps in the province's graduates. Direct measurement of learning outcomes that are labour market-relevant has been elusive. Consequently, it is difficult to assess the true value of teaching innovations such as MOOCs – variously seen as saviors or sideshows in the quest for a marriage of efficiency – access and quality.

SYSTEM DESIGN

Ontario universities are relatively efficient, teaching more students per full-time faculty member with less money per student than those in all other Canadian provinces. Regrettably, comparative data are not available for colleges, and HEQCO is addressing this and other fundamental pan-Canadian data gaps through its data symposia and data collaborations.

At the system level, Ontario features comparatively little formalized or incentivized differentiation, a tool used elsewhere to drive sustainable excellence.

Busy Year for HEQCO

In 2013-14, HEQCO had 81 projects underway (51 were longitudinal projects initiated in previous fiscal years). HEQCO administered five Requests for Proposals (RFPs) and awarded 18 contracts including a learning outcomes assessment guide; a series of policy projects involving students and faculty members exploring the state of entrepreneurship in Ontario, the work of part-time faculty at universities, faculty professional development and internships; a review and evaluation of postsecondary systems that fund on the basis of outcomes; and preparing new B.Ed. graduates for teaching in northern, remote or First Nations communities; to name a few.

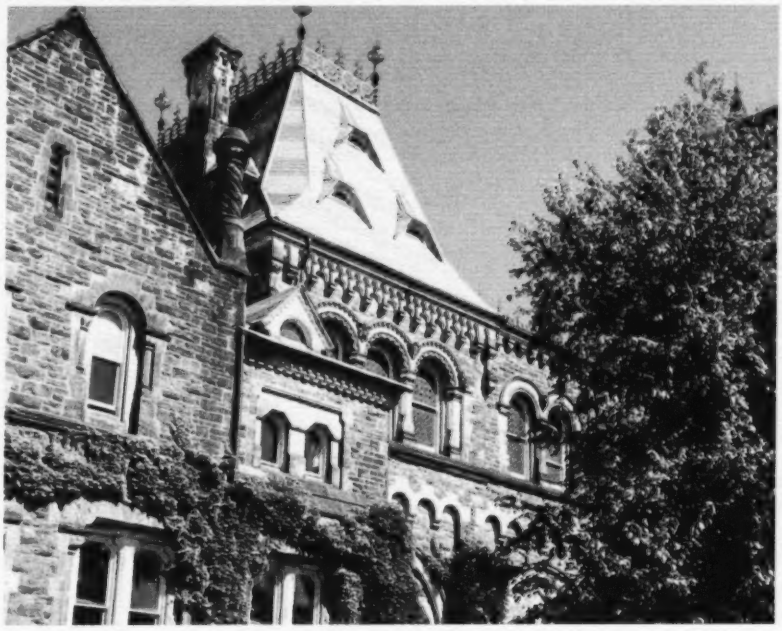
We also focused more of our efforts on conducting research in-house and began work on a skills assessment project to better comprehend the skills employers are looking for in new hires; an exploration of numeracy levels in Ontario, as a follow-up to our report on literacy; summaries of our research on work and learning, technology enhanced learning, and learning outcomes.

For a complete list of projects underway in 2013-14, see Appendix A.

HEQCO Contributed to Policy Discussions on the Sustainability of Ontario's Postsecondary System

Constrained resources and increased demand mean that Ontario's postsecondary system must increase productivity to maintain quality. HEQCO research plays a leading role in identifying pathways to increased system productivity. Among key research projects:

In Summer 2012, the Ontario Ministry of Training, Colleges and Universities (MTCU) initiated several projects to identify ways to drive innovation and improve the productivity of the higher education sector. One of initiatives asked each institution to submit a strategic mandate agreement identifying their mandate statement and three institutional priority objectives. As part of this process, MTCU "... instructed the Higher Education Quality Council of Ontario (HEQCO) to establish a peer review panel to evaluate...mandate submissions... for their ability to achieve significant improvements in productivity, quality and affordability through both innovation and differentiation".[1]



[1] June 27, 2012 letter from former Minister Murray to Presidents and Executive Heads.

The expert panel on the Strategic Mandate Agreements noted that resources are diminishing; that the system is not sustainable if quality is to be enhanced; and that government must drive change, with policies that facilitate collaboration, differentiation, system design and a commitment to measuring learning outcomes. The panel noted that government's most powerful instrument to drive change is the funding formula.

HEQCO's recent Productivity and Performance Indicator reports found that Ontario's system is efficient compared to the rest of Canada and is a world leader in access to higher education. The reports emphasized, however, both the need and the opportunities for greater efficiency in order to maintain quality. HEQCO found that increased productivity can result from government redesign of the postsecondary system and how it is funded, and at the institutional level by attention to faculty workload distribution. HEQCO recommended that the current policy and funding framework that privileges growth needs to be retooled to emphasize sustainable, affordable quality outcomes.

A more strongly differentiated set of universities would help improve the overall performance and sustainability of the system and help Ontario compete internationally, according to a HEQCO report that launched the provincial policy debate on differentiation. A subsequent report on differentiation of Ontario's colleges identified degree granting and regional programmatic diversity as distinguishing factors, while a more detailed report on Ontario's universities found that the province's 20 universities could be organized into at least three distinct clusters, setting the stage for a more coherent, diversified and sustainable system.

A recent and often cited HEQCO report on university faculty workload found that if professors who are not active researchers taught more, the teaching capacity of full-time professors in Ontario's universities could increase by 10%, equivalent to adding 1,500 additional faculty members across the province.

10% = **1,500**

increase in teaching capacity

additional faculty members across Ontario

Goal 2: Advance the Sector through Global Expertise

Many of Ontario's postsecondary challenges are shared by jurisdictions worldwide. By increasing its partnerships and affiliations with world-leading higher education and research organizations, HEQCO helps Ontario harness the best thinking available on issues relevant to postsecondary education. These global relationships also benefit the many communities of practice that have emerged through our research activities.

HEQCO has developed solid working relationships with MTCU, as well as all 44 Ontario colleges and universities, at both the faculty and administrative level. We have achieved this by working on research issues that have value to the sector, building trust and credibility in our research capacity, and creating an accessible and transparent research and policy agenda.

As HEQCO's reputation and credibility grow over time, we are increasingly approached by organizations with partnership opportunities. It is HEQCO's research credibility, as well as its ability to move quickly and think clearly about issues of the day, that has attracted the attention of other leading higher education organizations. We are able to leverage HEQCO's relatively small resources for the greatest impact, while building on the momentum and energy of other organizations.

HEQCO Creates Partnerships

HEQCO is partnering with People for Education on their *Measuring what Matters* initiative. This initiative will develop assessment tools and performance standards for social-emotional skills (or behavioural attributes, sometimes called core skills). The project combines expert research and public engagement to expand the measures used to gauge student success and facilitate smooth transitions to the postsecondary level. HEQCO will be using this project to focus on lessons learned in competency assessment from the K-12 sector and opportunities for alignment with work on learning outcomes assessment at the postsecondary level.

Other partners HEQCO is currently working with include: the Association of Registrars of Universities and Colleges in Canada (ARUCC) and the Pan-Canadian Consortium on Admissions and Transfer (PCCAT); the Education Policy Research Initiative (EPRI), led by Ross Finnie at the University of Ottawa; and Employment and Social Development Canada (ESDC).

HEQCO Works with Experts in the Field

HEQCO would like to thank its many expert panel members and external reviewers who have helped shape our research and provide extensive feedback on our reports.

For a complete list of contributors, see Appendix B.

> As HEQCO's reputation and credibility grow over time, we are increasingly approached by organizations with partnership opportunities.

Goal 3: Increase Impact with Knowledge Mobilization

The appointment of a new CEO in 2010 prompted a major shift in HEQCO communications, from a generally reactive to a highly proactive approach, accompanied by a new imperative to maximize the awareness, utility and impact of our research activities.

More Publications Than Ever Before

HEQCO published 38 reports including 13 written wholly or in part by HEQCO researchers. Of those, nine focused on accessibility issues, 24 on learning outcomes/ quality issues and five on system design issues.

For a complete list of publications, see Appendix C.

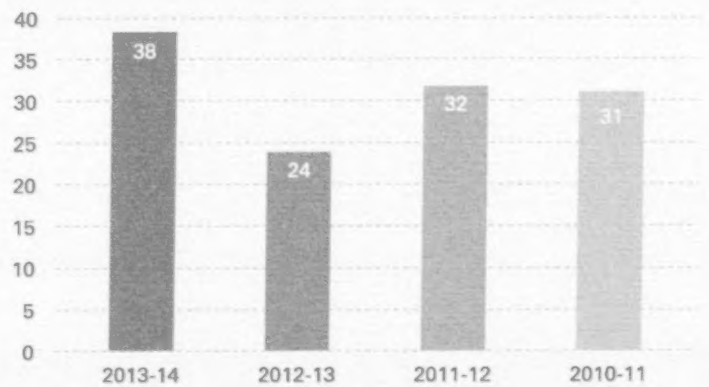
More Substantial Media Coverage on Hot Button Issues

From the productivity of Ontario's colleges and universities, the future of Ontario's postsecondary education system, the realities of a PhD education to increasing the workload of faculty at universities, HEQCO saw a steady increase in media coverage over the last fiscal year.

In 2013-14, HEQCO and its research was featured in 50 media articles from both major outlets and regional papers. There were 18 Globe and Mail articles, five TVO appearances on *The Agenda with Steve Paikin* by President Harvey Weingarten, and four Toronto Star articles, among others.

In 2013-14, HEQCO and its research was featured in 50 media articles from major outlets and regional papers.

Figure 1: More reports published in 2013-14 than previous years



HEQCO also maintained its presence in stakeholder publications; there were 49 articles on HEQCO and its research in stakeholder publications including 16 articles from campus media, and news from HEQCO regularly appeared in Academica's Top 10.

HEQCO Hosts Important Events

During the 2013-14 fiscal year, HEQCO hosted six events including a one in a series of symposia designed to share and discuss policy related research focusing on key issues in Ontario higher education. Co-hosted by the Ontario Institute for Studies in Education and the Ministry of Training, Colleges and Universities, this year's event focused on defining and measuring student success.

We also hosted our annual conference Rethinking higher ed: Beyond {the buzzwords}. With over 60 speakers and 300 participants, the two-day conference contributed to important discussions on hot button issues including entrepreneurship, technology in the classroom, MOOCs, funding formulas and creative data.

HEQCO also had the opportunity to host a guest lecture by Roger Benjamin, president of the Council of Aid to Education (CAE). Benjamin shared his perspective on the Collegiate Learning Assessment, considered by some to be the gold standard for the assessment of critical thinking skills in postsecondary students.

For a complete list of events, see Appendix D.

HEQCO Presents at Educational Conferences Worldwide

Presentations by senior executives and staff are increasing steadily, with more than 60 in the last fiscal year.

For a complete list of speaking engagements in 2013-14, see Appendix E.

Mailing List, Social Media Following and Web Traffic saw Increase

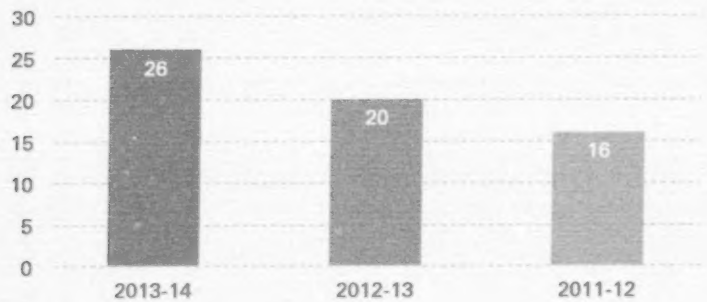
The HEQCO mailing list saw a steady increase from just over 1,800 subscribers in 2012-13 to over 2,500 subscribers in 2013-14. Our presence on social media platforms has doubled since 2012-13 with over 1,400 Twitter followers to date. Traffic to our website also increased.

HEQCO was an Active Blogger

HEQCO published 26 blogs, seven from guest bloggers. Popular topics included data issues, numeracy, learning outcomes and skills, performance-based funding and other issues of system design.

We also initiated our Need to Read column, where we synthesize current research, media commentary, relevant books and important higher education issues being discussed in the sector.

Figure 2: More active in the blogosphere than previous years



ADMINISTRATIVE UPDATES

HEQCO Welcomes New Board Member

In August, HEQCO welcomed Mark Stabile, founding director of the School of Public Policy and Governance at the University of Toronto, to its board of directors for a three-year term. A professor of business economics and public policy at U of T's Rotman School of Management, he is also a research associate at the National Bureau of Economic Research, Cambridge, Mass., and a visiting professor at the London School of Economics and Political Science.

HEQCO Streamlines Record and Document Management

With 81 projects underway in 2013-14, HEQCO adopted automated record and document management systems to streamline its research operations. Now being used by HEQCO staff, its Customer Relationship Management (CRM) software and SharePoint document management system have enabled better project management, planning and communications.

In the year ahead, three pressing questions will continue to guide HEQCO's research activities:

1. How can we improve access to higher education for groups that are underrepresented?
2. Are Ontario students graduating with the knowledge and skills they need to succeed in life and work?
3. How can Ontario provide a high-quality postsecondary education in a period of continued growth and diminishing resources?

HEQCO is committed to developing solutions that maintain Ontario's high levels of access, enhance the quality of higher education and its focus on meeting the needs of the labour market, all within a policy and funding framework that ensures the fiscal sustainability of the system through enhanced productivity.

OUTLOOK FOR 2014-15

BOARD OF DIRECTORS

HEQCO's board of directors are responsible for setting the overall strategic direction of the Council and ensuring that Council activities remain firmly aligned with its mandate. To meet these responsibilities, the board works closely with management to develop and approve the organization's annual business plan and budget.

Board members draw upon their distinguished backgrounds in business, academia and government to guide and support the success of HEQCO's initiatives.

Board members are appointed by the Lieutenant Governor in Council pursuant to the Higher Education Quality Council of Ontario Act, 2005.

Elizabeth (Liz) Dowdeswell, O.C.

Chair, Board of Directors

Term: 24 October 2012 to 28 August 2015

Elizabeth Dowdeswell is president and CEO of the Council of Canadian Academies, an independent, not-for-profit corporation that supports the development of evidence-based public policy in Canada. Through assessments and reports by independent, multidisciplinary panels of expert volunteers, the Council of Canadian Academies tackles complex issues of social importance, linking the contributions of science and technology to public policy.

Ms. Dowdeswell was the founding president and CEO of Canada's Nuclear Waste Management Organization, where her work resulted in a government decision on the long-term management of Canada's used nuclear fuel. She is the former executive director of the United Nations Environment Program and Under-Secretary General of the United Nations. As assistant deputy minister of Environment Canada she was responsible for Atmospheric Environment Service, including negotiating the Framework Convention on Climate Change. She has also led a number of public inquiries, including into Canada's unemployment benefits program and federal water policy. Her early career included terms as deputy minister of culture and youth for the Province of Saskatchewan, educational consultant, university lecturer and high school teacher.

Appointed an Officer of the Order of Canada in June 2012, Ms. Dowdeswell serves on the boards of several corporations and is an advisor to a number of not-for-profit organizations.

Richard Dicerni Member, Board of Directors

Term: 23 January 2013 to 22 January 2014
Reappointment: 23 January 2014 to 22 January 2017

Richard Dicerni retired as Deputy Minister of Industry Canada in 2012. He is currently a director of Holcim (Canada) Inc. and Desjardins Financial Security. He is also Adjunct Professor of Research at the Ivey Business School. Born in Montreal, Mr. Dicerni received his BA in 1969 from Université de Montréal and an MPA from Harvard in 1981. Mr. Dicerni worked for the federal government from 1969 to 1992. In 1992 he joined the Government of Ontario as Deputy Minister of Environment and Energy; in 1995 he assumed the position of Deputy Minister, Education and Training. In 1998 he was appointed Senior Vice President at Ontario Power Generation (OPG). He stayed at OPG for seven years and led the company between 2003 and 2005. He has served on the boards of Trent University, the Credit Valley Hospital, Atomic Energy of Canada Ltd (AECL) and the Public Policy Forum.

Cindy Dundon Hazell Member, Board of Directors

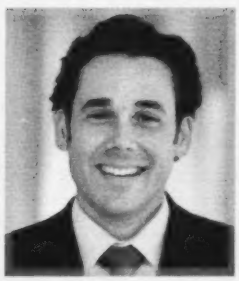
Term: 23 January 2013 to 22 January 2014
Reappointment: 23 January 2014 to 22 January 2017

Cindy Dundon Hazell, Professor Emeritus at Seneca College, was the College's Vice-President Academic from 2001 to 2012. Ms. Hazell joined the faculty at Seneca in 1980, and has since served as Chair (Centre for Independent Learning), Dean of Continuing Education, Dean of Business, and most recently, as the College's Senior Vice-President. Ms. Hazell has served on numerous internal and external committees, including two provincial negotiating teams for the Ontario Council of Regents. She is a past Chair and Treasurer of the Ontario Colleges' Coordinating Committee of Vice-Presidents Academic; past Chair, Heads of Business; past Chair, Heads of Continuing Education; and past Chair, Vice-Presidents Academic, Polytechnics Canada. Ms. Hazell currently serves as a Director for the Ontario Council for Articulation and Transfer (ONCAT) Board. She holds an Honours Bachelor of Commerce, a Master of Education (Higher Education), and is currently pursuing her PhD in Higher Education at the Ontario Institute for Studies in Education/ University of Toronto, with a focus on system design.

Michael Hill Member, Board of Directors

Term: 11 June 2011 to 10 June 2014

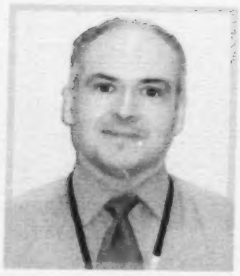
Michael Hill was named to the HEQCO board in June 2011 for a three-year term. He is the first president emeritus of Northern College of Applied Arts and Technology and a 30-year veteran of the Canadian community college system He served as president of Northern College in north eastern Ontario from 1999 to 2009. Previously, he was president of Northwest Community College in British Columbia. He received his undergraduate degree in psychology from the University of Victoria and his master's in psychology from the University of Manitoba. He is working toward his doctorate in education from Uppsala University, Sweden, where he specializes in structuring and organizing educational offerings in remote and developing regions. In a career dedicated to postsecondary education, Hill was involved in the successful lobby to start a new university in northern British Columbia. In 1991, he was seconded to work with the new University of Northern British Columbia to develop a working model for the regional character of the university. He was a participant in an international group working in service to the Omega University Project in Sweden from 1992 to 1995. In 1995, he was seconded by the Government of British Columbia to serve as the interim inaugural president and CEO of Royal Roads University. He also served as an advisor to the University of the Highlands and Island Projects in Inverness, Scotland while on sabbatical in 1997/98. In 2001, he was named to the Rural and Remote Colleges Task Force of the Association of Canadian Community Colleges - responsible for improving access to postsecondary education and training in rural and remote Canada to ensure on-going social and economic development.



Mark Stabile Member, Board of Directors

Term: 7 August 2013 to 6 August 2016

Mark Stabile is founding director of the School of Public Policy and Governance at the University of Toronto and a professor of business economics and public policy at the Rotman School of Management, University of Toronto. He is also a research associate at the National Bureau of Economic Research, Cambridge, Massachusetts and a visiting professor at the London School of Economics and Political Science. From 2003-2005 he was the senior policy advisor to the Ontario minister of finance, where he worked on health, education and tax policy. He is the recipient of the Carolyn Tuohy award in public policy, the John Polanyi Prize in economics, and the Harry Johnson Prize from the Canadian Economics Association. His recent work focuses on the economics of child health and development, child mental health, health care financing, and tax policy and health insurance. He has advised the Governments of Canada and Ontario, among others, on health care reform and programs to reduce child poverty. He is co-editor of Exploring Social Insurance: Can a Dose of Europe Cure Canadian Health Care Finance, published in 2008 by McGill-Queen's University Press. He serves on the advisory board for Canada 2020. Professor Stabile received his Ph.D. from Columbia University and his BA from the University of Toronto.

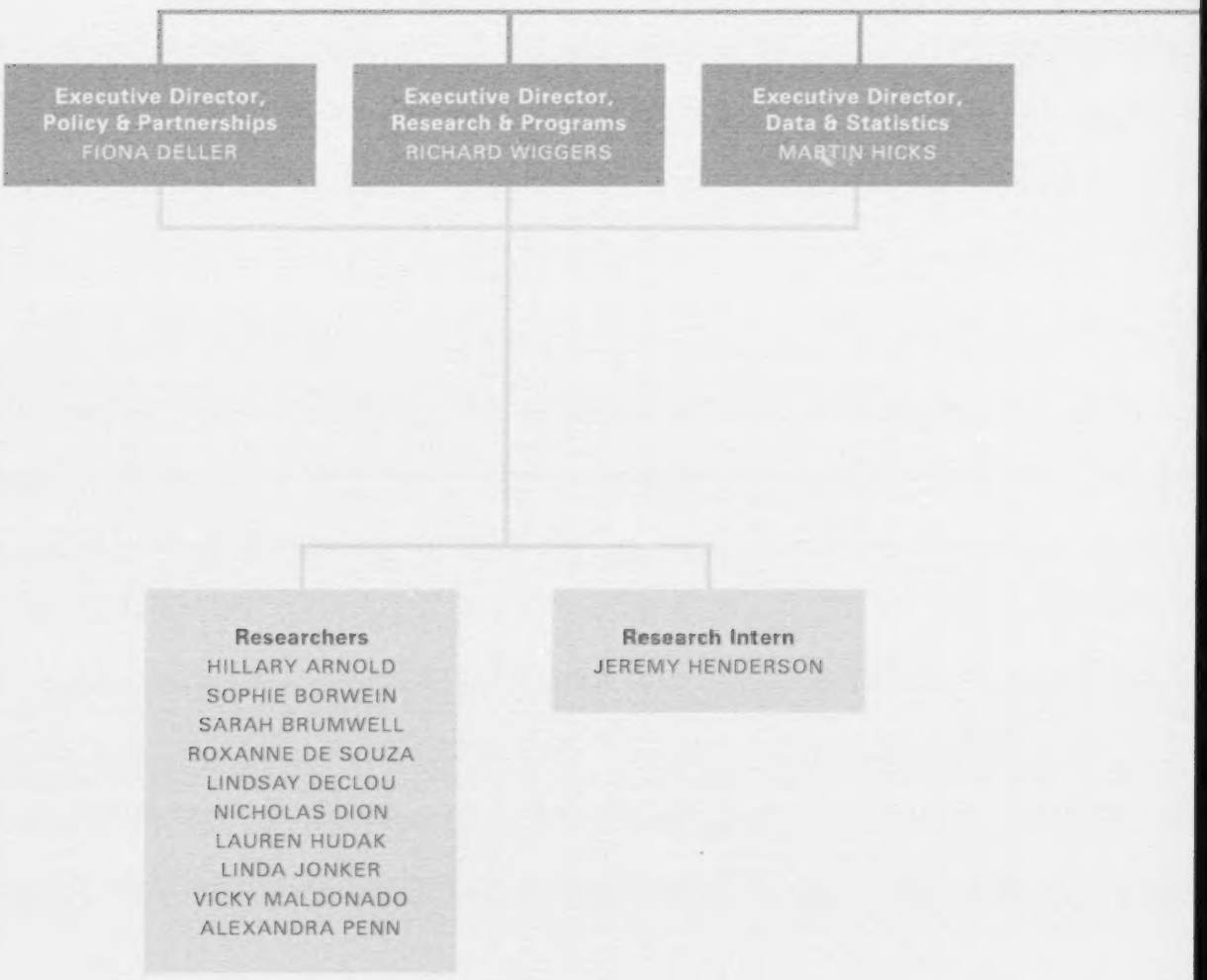


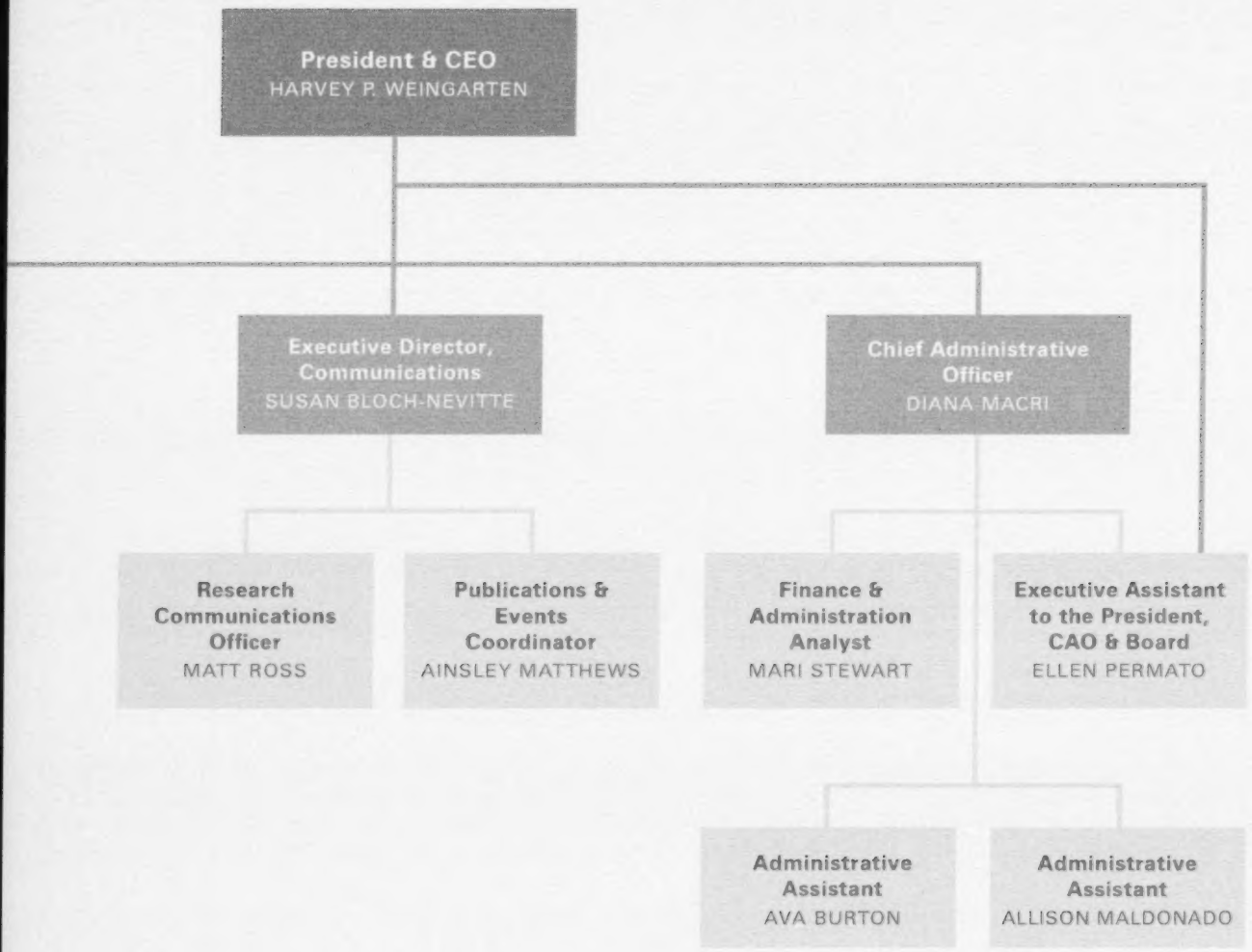
Chris Monahan Member, Board of Directors (non-voting member)

Term: 30 May 2012 to 29 May 2015

Chris Monahan is the Director of the Research and Planning Branch at the Ministry of Training, Colleges and Universities. He has worked at the Ministry since 2005, and previously held positions at the Ministry of Economic Development and Trade as Director of the Business Cluster Policy Secretariat and in the Fiscal Planning Branch at the Ministry of Finance. Originally from Nova Scotia, Chris is a graduate of the University of Toronto and Yale University. Chris is married to Ashley McCall, who works at the Ministry of Tourism, Culture and Sport, and they have two children, Clare (born in 2000) and Colin (born in 2002).

WE ARE HEQCO


Executive Director, Policy & Partnerships
FIONA DELLER
Executive Director, Research & Programs
RICHARD WIGGERS
Executive Director, Data & Statistics
MARTIN HICKS
Researchers
HILLARY ARNOLD
SOPHIE BORWEIN
SARAH BRUMWELL
ROXANNE DE SOUZA
LINDSAY DECLOU
NICHOLAS DION
LAUREN HUDAK
LINDA JONKER
VICKY MALDONADO
ALEXANDRA PENN
Research Intern
JEREMY HENDERSON


President & CEO
HARVEY P. WEINGARTEN
Executive Director, Communications
SUSAN BLOCH-NEVITTE
Chief Administrative Officer
DIANA MACRI
Research Communications Officer
MATT ROSS
Publications & Events Coordinator
AINSLEY MATTHEWS
Finance & Administration Analyst
MARI STEWART
Executive Assistant to the President, CAO & Board
ELLEN PERMATO
Administrative Assistant
AVA BURTON
Administrative Assistant
ALLISON MALDONADO

INDEPENDENT AUDITOR'S REPORT

PricewaterhouseCoopers LLP

June 27, 2014

To the Board of Directors of Higher Education Quality Council of Ontario

We have audited the accompanying financial statements of Higher Education Quality Council of Ontario, which comprise the statement of financial position as at March 31, 2014 and the statements of operations, changes in net debt and cash flows for the year then ended, and the related notes, which comprise a summary of significant accounting policies and other explanatory information.

Management's responsibility for the financial statements
Management is responsible for the preparation and fair presentation of these financial statements in accordance with Canadian public sector accounting standards, and for such internal control as management determines is necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's responsibility
Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audit in accordance with Canadian generally accepted auditing standards. Those standards require that we comply with ethical requirements and plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Opinion
In our opinion, the financial statements present fairly, in all material respects, the financial position of Higher Education Quality Council of Ontario as at March 31, 2014 and the results of its operations, its remeasurement gains and losses, changes in its net debt and its cash flows for the year then ended in accordance with Canadian public sector accounting standards.

PricewaterhouseCoopers LLP
Chartered Professional Accountants,
Licensed Public Accountants

STATEMENT OF FINANCIAL POSITION

As at March 31, 2014

	2014 $	2013 $
Financial Assets		
Cash	942,854	1,149,623
HST receivable	26,625	42,489
Accounts receivable	-	589
Interest receivable	819	926
	970,298	**1,193,627**
Liabilities		
Accounts payable and accrued liabilities	994,209	1,161,517
Due to Ministry of Training, Colleges and Universities (note 3)	46,638	70,478
Deferred capital contributions (note 4)	150,688	213,064
	1,191,535	**1,445,059**
Net Debt	**(221,237)**	**(251,432)**
Non-Financial Assets		
Tangible capital assets (note 5)	150,688	213,064
Prepaid expenses	70,549	38,368
	221,237	**251,432**
Accumulated surplus	-	-
Commitments (note 8)		

Approved by the board

DIRECTOR

DIRECTOR

The accompanying notes are an integral part of these financial statements.

STATEMENT OF OPERATIONS

For the year ended March 31, 2014

	Budget 2014 $	Actual 2014 $	Actual 2013 $
Revenue			
Provincial funding	5,100,000	5,038,170	5,536,745
Amortization of deferred capital contributions (note 4)	83,350	82,317	69,583
Interest income	9,500	9,772	10,426
	5,192,850	**5,130,259**	**5,616,754**
Expenses (note 6)			
Governance	520,200	553,069	501,826
Research	4,504,290	4,361,556	4,956,641
Administration	168,360	215,634	158,287
	5,192,850	**5,130,259**	**5,616,754**
Surplus for the year	-	-	-
Accumulated surplus - Beginning of year	-	-	-
Accumulated surplus - End of year	-	-	-

STATEMENT OF CHANGES IN NET DEBT

For the year ended March 31, 2014

	Budget 2014 $	Actual 2014 $	Actual 2013 $
Net debt - Beginning of year	**251,432**	**251,432**	**151,578**
Acquisition of tangible capital assets	-	19,941	157,136
Amortization of tangible capital assets	(83,350)	(82,317)	(69,583)
Other adjustments - prepaid expenses	-	32,181	12,301
Net debt - End of year	**168,082**	**221,237**	**251,432**

STATEMENT OF CASH FLOWS

For the year ended March 31, 2014

	2014 $	2013 $
Cash (used in) provided by		
Operating activities		
Surplus for the year	-	-
Items not involving cash		
Amortization of deferred capital contributions	(82,317)	(69,583)
Amortization of tangible capital assets	82,317	69,583
Amortization of lease inducement	-	(3,215)
Change in non-cash operating items		
HST receivable	15,864	2,532
Interest receivable	107	632
Accounts receivable	589	19,468
Prepaid expenses	(32,181)	(12,301)
Accounts payable and accrued liabilities	(167,308)	(130,995)
Deferred revenue	-	(38,700)
Due to Ministry of Training, Colleges and Universities	(23,840)	(362,610)
	(206,769)	**(525,189)**
Capital activities		
Acquisition of tangible capital assets	(19,941)	(157,136)
Financing activities		
Contributions for tangible capital assets	19,941	157,136
Decrease in cash for the year	**(206,769)**	**(525,189)**
Cash - Beginning of year	**1,149,623**	**1,674,812**
Cash - End of year	**942,854**	**1,149,623**

NOTES TO FINANCIAL STATEMENTS

March 31, 2104

1. The organization

Formation and status

The authority to create the Higher Education Quality Council of Ontario (the council) was established in the Higher Education Quality Council of Ontario Act, 2005 (the Act). The council is a Crown Agency of the Ministry of Training, Colleges and Universities (MTCU) and is classified as an operational services agency.

The Higher Education Quality Council is a corporation without share capital and is not subject to the Corporations Act or the Corporation Information Act. The council is subject to section 132, subsection 134(1) and section 136 of The Business Corporations Act. As an agent of the Crown, the council is not subject to income tax.

The council is, and exercises its powers only as an agent of the Crown. Limits on the council's ability to undertake certain activities are set out in both the Act and The Memorandum of Understanding between the council and MTCU dated December 6, 2006 and as renewed in The Memorandum of Understanding dated January 9, 2013.

Council operations

The objective of the council is to assist the Minister of Training, Colleges and Universities in improving all aspects of the post-secondary education sector, including improving the quality of education provided in the sector, access to post-secondary education and accountability of post-secondary educational institutions.

The council is governed by a Board of Directors who is appointed by Order-in-Council.

2. Summary of significant accounting policies

The financial statements of the Higher Education Quality Council of Ontario are the representations of management prepared in accordance with Canadian generally accepted accounting principles established by the Public Sector Accounting Board. No statement of remeasurement gains or losses has been presented as no remeasurement gains or losses have occurred during the year.

Accounting policies followed by the council are as follows:

Accrual basis of accounting

Revenue and expenses are reported on the accrual basis of accounting. The accrual basis of accounting recognizes revenues in the period in which the transactions or events occurred that give rise to the revenue; expenses are recognized in the period the goods or services are acquired, a legal liability is incurred or transfers are due.

Government transfer payments

The council is funded solely by the Province of Ontario in accordance with budget arrangements established by MTCU. These financial statements reflect agreed funding arrangements approved by the MTCU.

Government transfer payments from the MTCU are recognized in the financial statements in the year in which the payment is authorized and the events giving rise to the transfer occur, performance criteria are met, and reasonable estimates of the amount can be made.

Allocation of expenses

The council engages in providing research, support and advocacy for improvement of all aspects of the post-secondary education sector. The cost of each object includes salaries and benefits, research activities, consulting contracts and other operating expenses that are directly related to providing the services. Salaries and benefits are allocated to governance, research and administration based on the activity to which they relate or benefit. Research related contracts and projects have been allocated to

research. Other operating expenses have been charged to governance, research and administration based on head count at year-end.

Deferred contributions

Certain amounts, including transfer payments from the MTCU, are received pursuant to legislation, regulation or agreement and may only be used in the conduct of certain programs or in the completion of specific work. Funding is only recognized as revenue in the fiscal year the related expenses are incurred or services performed.

Any amounts received that are used to fund the acquisition of tangible capital assets are recorded as deferred capital contributions and are recognized over the useful life of the asset reflective of the provision of its services. Deferred capital contributions are amortized into revenue in accordance with the amortization policy applied to the related capital asset recorded.

Tangible capital assets

Tangible capital assets are recorded at historical cost. The cost of tangible capital assets contributed is recorded at the estimated fair value on the date of contribution. Where an estimate of fair value cannot be made, the tangible capital asset would be recognized at nominal value.

Maintenance and repair costs are recognized as an expense when incurred. Betterments or improvements that significantly increase or prolong the service life or capacity of a tangible capital asset are capitalized. Computer software licence fees are recognized as an expense when incurred.

Tangible capital assets are stated at cost less accumulated amortization. Tangible capital assets are amortized on a straight-line basis over their estimated useful lives as follows:

Computer equipment **3 years**
Furniture and equipment **5 years**
Leasehold improvements **life of lease**

Expenditures for tangible capital assets that are less than $1,000 are expensed as incurred.

The council reviews the carrying amount, amortization and useful lives of its capital assets regularly. If the capital asset no longer has any long-term service potential to the council, the excess of the net carrying amount over any residual value is recognized as an expense in the statement of operations.

Financial assets and liabilities

The council initially measures its financial assets and liabilities at fair value. The council subsequently measures all its financial assets and financial liabilities at amortized cost. Changes in fair value are recognized in the statement of operations.

Financial assets measured at amortized cost include cash and accounts receivable. Financial liabilities measured at amortized cost include accounts payable and accrued liabilities.

Leases, rent expense and deferred lease inducements

Leases are accounted for as operating leases wherein rental payments are initially recorded in the statement of operations and are adjusted to a straight-line basis over the term of the related lease. The difference between the straight-line rent expense and the rental payments, as stipulated under the lease agreement, is included in accounts payable and accrued liabilities.

Deferred lease inducements represent cash benefits the council has received from the landlord pursuant to the building lease agreement. Lease inducements received are amortized over the term of the related lease agreement. The unamortized portion of lease inducements is included in lease inducements.

Use of estimates

The preparation of these financial statements in conformity with Canadian public sector accounting standards requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and the disclosure of contingent assets and liabilities at the date of the financial statements, and the reported amounts of revenue and expenses during the reporting period. Actual results could differ from those estimates. Estimates relate primarily to accruals for research contracts and amortization of tangible capital assets and related amortization of capital contributions, which are based on the estimated useful lives of the tangible capital assets.

3. Due to the Ministry of Training, Colleges and Universities

In accordance with the council's Memorandum of Understanding, funding received in excess of expenditures may be required to be repaid and is recorded as due to MTCU.

4. Deferred capital contributions

During the year, the council utilized $19,941 of its MTCU funding (2013 - $157,136) for additional capital asset purchases. The MTCU funds used to purchase these capital assets have been included as part of deferred capital contributions and are to be amortized into revenue on the same basis as the amortization of the purchased assets.

	2014 $	2013 $
Balance - Beginning of year	213,064	125,511
Contributions received	19,941	157,136
Less: Amounts recognized in revenue	(82,317)	(69,583)
Balance - End of year	**150,688**	**213,064**

5. Tangible capital assets

	Computer equipment $	Leasehold improvements $	Furniture and equipment $	2014 Total $	2013 Total $
Cost					
Opening balance	152,089	871,286	101,534	1,124,909	967,773
Additions	16,500	3,441	-	19,941	157,136
Closing balance	**168,589**	**874,727**	**101,534**	**1,144,850**	**1,124,909**
Accumulated amortization					
Opening balance	117,050	745,404	49,391	911,845	842,262
Current year amortization	36,398	30,885	15,034	82,317	69,583
Closing balance	**153,448**	**776,289**	**64,425**	**994,162**	**911,845**
Net book value	**15,141**	**98,438**	**37,109**	**150,688**	**213,064**

6. Expenses by object

				2014	2013
	Governance $	Research $	Administration $	Total $	Total $
Salaries and benefits	439,972	1,808,206	160,112	2,408,290	2,201,119
Research activities	-	1,917,280	-	1,917,280	2,559,123
Consulting contracts	-	7,919	-	7,919	6,188
Other operating expenses	113,097	628,151	55,522	796,770	850,324
	553,069	**4,361,556**	**215,634**	**5,130,259**	**5,616,754**

7. Pension agreements

The council makes contributions on behalf of its staff to the Public Service Pension Plan administered by the Ontario Pension Board, which is a multi-employer plan. The plan is a defined benefit plan, which specifies the amount of the retirement benefit to be received by the employees based on the length of service and rates of pay.

The contribution rates in 2013/2014 were 6.40% of the Year's Maximum Pensionable Earnings (YMPE) plus 9.50% on earnings above the YMPE.

Contributions in the amount of $113,099 (2013 - $100,261) are included in expenses in the statement of operations, and $6,580 (2013 - $6,777) is included in accounts payable and accrued liabilities.

8. Lease obligations and other commitments

The council entered into a lease of 7,670 rentable square feet of office space on the 24th floor of 1 Yonge Street, Toronto, negotiated by the Ontario Realty Corporation, for a term of five years beginning on May 15, 2007. Rentable square feet increased to 7,717 as a result of the landlord's improvements to meet requirements in the council's lease. Rent is payable monthly.

The council's lease provided for a cash payment of $25 per rentable square foot, as a rent inducement in the original lease. An amount of $192,925 has been received, and a portion of this has been amortized to reduce rent expense until May 14, 2012.

The council renewed the lease for an additional five years commencing May 15, 2012 and expiring on May 14, 2017. The new net rate is $17.00 per square foot ($15.00 per square foot for May 2007 - May 2012).

Net rental payments under operating leases are as follows:

	Rent $	Equipment $
2014 - 2015	131,189	5,753
2015 - 2016	131,189	-
2016 - 2017	131,189	-
2017 - 2018	16,399	-
	409,966	**5,753**

The gross rent rate is $39.46 per month or $304.479 for the period from January 1, 2014 to December 31, 2014.

Contractual obligations

The council has signed multi-year contracts with academic researchers where deliverables and payments are due over several years up to 2017. The amounts for research services have yet to be provided and are as follows:

	$
2014 - 2015	422,485
2015 - 2016	143,288
2016 - 2017	323,244
	889,017

APPENDIX A

PROJECTS UNDERWAY IN 2013-14, BY PRIORITY AREA

The following projects were currently ongoing or initiated in the 2013-14 fiscal year.

ACCESSIBILITY

NO.	PROJECT NAME	RESEARCH LEAD
1	College-University Student Movement Description and Analysis	York University
2	Discovering the Benefits of a First Year Experience Program for Under-Represented Students	Lakehead University
3	Disrupting the norms: Towards new understandings of persistence and success in postsecondary education	Humber College
4	Early Identification and Support Programs for Students at Risk of not completing their Programs: York University/Carleton University	York University
5	Evaluating Re-entry Pathway Programs into University for Students from Under-represented Populations	York University
6	The Faculty of Arts and Social Sciences Mentor Program	University of Windsor
7	Impact of the Instructional Skills Workshop on Faculty Approaches to Teaching	Ryerson University
8	Measuring the Effectiveness of Remedial Language Programs at Ontario Colleges	Mohawk College
9	National Taskforce on the Experiences of Graduate Students	Higher Education Quality Council of Ontario
10	Outreach, Transition and Retention: Exploring the Effectiveness of Dual Credit and "School Within a College" programs	George Brown College
11	@ Issue Paper: Retention	Higher Education Quality Council of Ontario
12	Skilled Trades Advisory Committee	Higher Education Quality Council of Ontario
13	A Spatial Analysis of Ontario Students in the Province's Universities	Higher Education Quality Council of Ontario
14	Understanding choice, transition, and persistence in Ontario postsecondary education	McMaster University

LEARNING OUTCOMES/QUALITY

NO.	PROJECT NAME	RESEARCH LEAD
1	Assessing Cooperation and Competition in Large Classes	McMaster University
2	Bridging the Gap: A Feasibility Study of an Employer Survey of PSE Graduates' Skills Levels	Conference Board of Canada
3	Building Capacity to Measure Essential Employability Skills	George Brown College
4	Call Centre Services	R.A. Malatest & Associates
5	Canada's First Internationally-Recognized University Teaching Certificate Program	University of Windsor
6	CLA Administration, SLE & Special Reporting for Main Institution Cross Sectional	Council for Aid to Education
7	Collaborative Learning versus Traditional Tutorials in Large Classes	McMaster University
8	College Teaching Certificate: Impact on Self-Efficacy and Teaching Philosophy	Durham College
9	Community Service Learning and Community Based Learning as Approaches to Enhancing University Student Learning	York University
10	Critical Thinking and Problem Solving in Large Classes using Model Eliciting Activities	Queen's University
11	Cross-Disciplinary Collaborative Course Design	OCAD University
12	Developing university literacy and promoting academic success across disciplines	University of Ottawa
13	Development of Analytic Rubrics for Learning Outcomes Assessment	University of Toronto
14	Differentiated Evaluation in Large Classes to Encourage Student Engagement and Success	University of Ottawa
15	Durham College Student Success ePortfolio: Essential Employability Skills Project	Durham College
16	Engaging Students to Think Critically and Historically in a Large Class	University of Toronto, Mississauga
17	Enhanced Learning of Manipulation Techniques Employing Force-sensing Table Technology	Canadian Memorial Chiropractic College
18	Enhanced Statistical Intuition and Understanding Through Audience Response Technologies	McMaster University

LEARNING OUTCOMES/QUALITY

NO.	PROJECT NAME	RESEARCH LEAD
19	Enrolment Trends and Labour Market Outcomes: Humanities vs. STEM and Masters vs. College Advanced Certificate	Higher Education Quality Council of Ontario
20	Evaluating Essential Skills of Ontario Tradespeople (ESOT)	College Sector Committee for Adult Upgrading
21	An Evaluation of the Collegiate Learning Assessment as a Tool for Enhancing Pedagogical Practice and Student Learning	University of Windsor
22	Evaluation of learning using a technology-enhanced large group undergraduate interprofessional process, within the context of child development	McMaster University
23	Evaluations of the Effectiveness of Modified Peer Instruction in Large Introductory Physics Classes	Ryerson University
24	An Examination of Apprenticeship Retention and Completion in Ontario	Western University
25	Exploring the Landscape of Professional Development for Faculty at Ontario Colleges and Universities	Higher Education Quality Council of Ontario
26	Exploring the Work of Part-Time Contingent Faculty in Ontario Universities	Ontario Institute for Studies in Education
27	Flexible Apprenticeship Project Evaluation	Durham College
28	The Impact of Engineering Accreditation on Curriculum and Teaching	Higher Education Quality Council of Ontario
29	Impact of Lecture Capture Technology on Teaching and Learning in Three Postsecondary Institutions in Ontario	Carleton University
30	Increasing Engagement and Understanding Using Interactive Planetarium Shows	University of Toronto
31	Inquiry-based Scientific Learning Teaching Assistant Survey	Carleton University
32	The Inverted Classroom Approach with Enhanced Online Support	University of Toronto
33	@ Issue Paper: Learning Outcomes	Higher Education Quality Council of Ontario
34	Learning Outcomes Assessment: A Practitioner's Handbook	McMaster University
35	Learning outcomes assessment and program improvement at Queen's University	Queen's University

LEARNING OUTCOMES/QUALITY

NO.	PROJECT NAME	RESEARCH LEAD
36	Longitudinal Knowledge Retention in Traditional and Accelerated Course Formats among Freshman and Senior Undergraduates	Brock University
37	Measuring Masters and Doctoral Program Outcomes	Western University
38	Modelling and Simulation for Iterative Design, Verification and Validation in Freshman Engineering	McMaster University
39	Multiple Case Study Evaluation of Postsecondary Bridging Programs for Internationally Educated Health Professionals	Western University
40	Networked Academic Profiles	University of Toronto
41	@ Issue Paper: Numeracy	Higher Education Quality Council of Ontario
42	Online Teaching of Professional and "Soft Skills" to Undergraduate Students: Medium and Long Term Impact	University of Waterloo
43	Outcomes-based Education Initiatives in Ontario postsecondary education: Case Studies	University of Toronto
44	Preparing New B.Ed Graduates for Teaching in Northern, Remote and First Nations (FNMI) Communities	Laurentian University
45	Productivity implications of a shift to competency-based education: An environmental scan and review of the relevant literature	Directions Evidence and Policy Research Group
46	Program Evaluation Survey of 13/14-RFP-008	University of Waterloo
47	Research Methods Manual, 2nd Ed.	Susan Elgie
48	Rubric to assess skills in a college-wide application	Humber College
49	Service Learning Partnership	Higher Education Quality Council of Ontario
50	Scripteur en action ! : Modélisation et échafaudage du processus d'écriture d'apprenants de langue à l'ordinateur/Modelling and Scaffolding FL2 Learners' Writing Process at the Computer	University of Ottawa
51	Skills Assessment Project Part 1: Job Ad Analysis	Higher Education Quality Council of Ontario
52	The State of Entrepreneurship Education in Ontario Postsecondary Education	Ontario Institute for Studies in Education
53	Teaching Team Effectiveness in Large Classrooms	University of Toronto

LEARNING OUTCOMES/QUALITY

NO.	PROJECT NAME	RESEARCH LEAD
54	Technology Enhanced Learning @ Issue Paper	Seneca College
55	Tuning Sector Learning Outcomes Project	Higher Education Quality Council of Ontario
56	Using e-portfolios to Track Undergraduates Skill Acquisition and Development	Brock University
57	Using Formative Peer- and Self-Assessment to Support Critical Thought and Community in Large Classes	University of Toronto, Scarborough
58	Using peerScholar to Assess Learning Outcomes at the Assignment Level	University of Toronto, Scarborough
59	What is an Internship? Inventory and Analysis of "Internship" Opportunities Available to Ontario Postsecondary Students	University of Toronto
60	@ Issue Paper: Work and Learning: The Interactions Between Employment and Education	Higher Education Quality Council of Ontario
61	Work Integrated Learning in Ontario's Postsecondary Education Sector - Phase 3: Graduating Student Follow-Up Survey	Academica Group Inc.

SYSTEM DESIGN

NO.	PROJECT NAME	RESEARCH LEAD
1	Design Thinking	University of Toronto
2	The Issues and Implications of the Proliferation of Public Policy Schools in Canada	Mel Cappe
3	A Review and Evaluation of Postsecondary Systems that Fund on the Basis of Outcomes	Indiana University
4	National Transcript and Transfer Standards Guide	Association of Registrars of the Universities and Colleges of Canada
5	Performance Indicators	Higher Education Quality Council of Ontario
6	Possibilities for Postsecondary Education in the 21st Century Using a Design-Based Approach	Vuka Innovation Inc.

APPENDIX B

LIST OF HEQCO CONSULTATION MEMBERS

Note: The organizations listed for group members were their affiliations at time of service.

EXTERNAL REVIEWERS

HEQCO wishes to thank the following external reviewers who have played a key role in ensuring the research quality that has become a hallmark of our organization:

- Peter Bakogeorge, Ryerson University
- Randy Boyagoda, Ryerson University
- Kathy Broad
- Maria Cantalini-Williams, Nipissing University
- Chris Conway, Queen's University
- Sarah Coysh, York University
- Lindsay DeClou
- Maureen Dey, Seneca College
- Tom Doyle, McMaster University
- Ross Finnie, University of Ottawa
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- Valerie Fox, Ryerson University
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- Theresa Hyland, Huron University College
- Katharine Janzen, University of Toronto
- Sharon Lapkin, University of Toronto
- Lillie Lum, York University
- Ruth MacKay, Humber College
- Geoff Malleck
- Danielle Matheusik, Canadian Apprenticeship Forum
- Susan McCahan, University of Toronto
- Kim Meade, Brock University
- Ken Meadows, Western University
- Matthias Oschinski, Ontario Ministry of Finance
- David Perley, University of Toronto
- Dragana Polovina-Vukovic, Carleton University
- Clayton Rhodes, Durham College
- Diane Schulman
- Nicola Simmons, Brock University
- Jacqueline Towell, Durham College
- David Trick, David Trick & Associates Inc.
- Lisa Whalen, Georgian College

LEARNING OUTCOMES ASSESSMENT CONSORTIUM

Over the last few years there has been a noticeable shift towards the articulation and assessment of learning outcomes. In response to a request for proposals posted by HEQCO, a consortium of six postsecondary institutions was created. Members are committed to assessing general learning and cognitive skills. HEQCO would like to thank the members for their important contributions to this research:

- Gary Kapelus, George Brown College
- Susan McCahan, University of Toronto
- Maureen Mancuso, University of Guelph
- Patricia Morgan, Humber College
- Jill Scott, Queen's University
- Jacqueline Towell, Durham College

THE PRODUCTIVITY OF THE ONTARIO PUBLIC POSTSECONDARY SYSTEM

HEQCO wishes to thank the following expert panel members for their contributions to this report:

- Paddy Buckley, Ministry of Training, Colleges and Universities
- Glenn Craney, Council of Ontario Universities, York University
- Lindsay DeClou, HEQCO
- Fiona Deller, HEQCO
- Rani Dhaliwal, Colleges Ontario, Humber College
- Peter Gooch, Council of Ontario Universities
- Alan Harrison, Council of Ontario Universities, Queen's University
- Martin Hicks, Ministry of Training, Colleges and Universities
- Steve Hudson, Colleges Ontario, Niagara College
- Ruth MacKay, Colleges Ontario, Humber College
- Maureen Mancuso, Council of Ontario Universities, University of Guelph
- Barry McCartan, Ministry of Training, Colleges and Universities
- Chris Monahan, Ministry of Training, Colleges and Universities
- Bonnie Patterson, Council of Ontario Universities
- Andy Potter, Deloitte
- Adel Sedra, Council of Ontario Universities, University of Waterloo
- Bill Summers, Colleges Ontario
- Ema Thurairajah, Deloitte
- Harvey Weingarten, HEQCO

SKILLED TRADES ADVISORY COMMITTEE

Apprenticeship education and skills training are among HEQCO's priority research topics for 2014 and are the foci of the upcoming annual conference, *Hands on: Exploring apprenticeship and the skilled trades*. In February 2014, the Skilled Trades Advisory Committee (STAC) was assembled to provide expert guidance and direction in the development of the *Hands on* conference as well as several RFPs exploring apprenticeship education and skills training in Ontario and abroad. STAC is composed of the following knowledgeable professionals:

- Emily Arrowsmith, Canadian Apprenticeship Forum
- Joe Blomeley, Canadian Council of Chief Executives
- Josh Hjartarson, Ontario Chamber of Commerce
- Bob Mack, Northern College
- John MacLaughlin, Essential Skills Ontario
- Jay Peterson, Ontario Sheet Metal Workers' and Roofers' Conference

STRATEGIC MANDATE AGREEMENT EXPERT PANEL

HEQCO wishes to thank the expert panel members for their significant contribution to the Strategic Mandate Agreement review:

- Leslie Church, Google Canada
- John Davies, Humber College
- Richard Dicerni, Industry Canada
- Cindy Hazell, Seneca College
- Chaviva Hošek, University of Toronto
- Gilles Patry, Canada Foundation for Innovation
- Richard Rhoda, Tennessee Higher Education Commission
- Michael Stevenson, Simon Fraser University
- David Trick, David Trick and Associates
- David Turpin, University of Victoria
- Harvey P. Weingarten, HEQCO
- Fiona Deller, HEQCO
- Lauren Hudak, HEQCO
- Julian Weinrib, HEQCO

TUNING: IDENTIFYING AND MEASURING SECTOR-BASED LEARNING OUTCOMES IN POSTSECONDARY EDUCATION

HEQCO wishes to thank the following working group and advisory panel members:

- Syeed Naeem Ahmed, Laurentian University
- Amir Asif, York University
- Alka Bhushan, Seneca College
- Maureen Callahan, Ontario Council on Articulation and Transfer (ONCAT)
- Meaghan Coker, University of Toronto
- Catherine M. Collinson, Nipigon District Memorial Hospital
- Ann Dean, Humber College Institute of Technology and Advanced Learning
- John G. Dekker, Centennial College
- Frederick T. Evers, University of Guelph
- Brian Matthew Frank, Queen's University
- Peter Gooch, Council of Ontario Universities
- Rhian Halsey, Seneca College
- Virginia Hatchette, Ministry of Training, Colleges and Universities
- Cindy Dundon Hazell, Seneca College
- Tara M. E. Hayes, Sheridan Institute of Technology and Advanced Learning
- Robin Craig Hesler, Ontario Association of Medical Radiation Sciences
- Shelly Hosman, Northern College of Applied Arts and Technology
- James Humphreys, Mohawk College
- Jennifer Humphries, Canadian Bureau for International Education
- Steve Joordens, University of Toronto Scarborough
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- Maura Lecce, Seneca College
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- Kirsten C. Madsen, Sheridan Institute of Technology and Advanced Learning
- Maureen Mancuso, University of Guelph
- Gina Marshall, Centennial College
- Brian E. McCarry, McMaster University
- Dougal Reid McCreath, Laurentian University
- Wendy Millar, BMO Financial Group
- Sandra Murphy, Centennial College
- Kim Richard Nossal, Queen's University
- Abdelwahab Omri, Laurentian University
- Garin Matthew Schoonhoven, Lakehead University
- Allison B. Sekuler, McMaster University
- Bill Summers, Colleges Ontario
- Peter Taylor, Queen's University
- Roderick D. Turner, Seneca College of Applied Arts and Technology
- Robert Wagenaar, Tuning Academy
- Joy Warkentin, Ontario College Quality Assurance Service
- Donna M. Woolcott, Ontario Universities Council on Quality Assurance

WORK INTEGRATED LEARNING (WIL)

HEQCO wishes to thank the WIL working group members for their involvement in this research project:

- Aiyni Agasee, York University
- Fiona Allan, Niagara College
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- Nancy Bozic, George Brown College
- Laura Christopherson, Sheridan College
- Michael Collins, Sheridan College
- Leslie Cooper, Wilfrid Laurier University
- Marc-Andre Daoust, University of Ottawa
- Christine Dawson, Niagara College
- Debra Dawson, Western University
- Serge Demers, Laurentian University
- Amanda Duncan, Georgian College
- Suzanne Dwyer, George Brown College
- Heidi Eicher, Ministry of Training, Colleges and Universities
- Victoria Esses, Western University
- Tyler Hall, Carleton University
- Beverley Hamilton, University of Windsor
- Keiran Handmer, Malatest & Associates
- Stephanie Hayne, Western University
- Katka Hrncic-Lipovic, University of Windsor
- Sandy Hughes, Wilfrid Laurier University
- Jennifer Johrendt, University of Windsor
- Kaley Kennedy, Canadian Federation of Students – Ontario
- Baaba Lewis, George Brown College
- Robert Luke, George Brown College
- Natasha MacDonald, Carleton University
- Duncan MacDuff, Niagara College
- Manzur Malik, Ontario Public Service Employees Union
- Chris Martin, Ontario Undergraduate Student Alliance
- Ken Meadows, Western University
- Pierre Mercier, University of Ottawa
- Karen McCargar, Wilfrid Laurier University
- Gayle McIntyre, Western University
- Cheryle Moreau, Sheridan College
- Katherine Morris, York University
- Robyn Nease, University of Windsor
- Marie-Eve Neunier, University of Ottawa
- Shannon Pennington, Wilfrid Laurier University
- Julia Peters, Academica Group Inc.
- Tamara Popovic, College Student Alliance
- Judene Pretti, University of Waterloo
- Jim Robeson, College Student Alliance
- Gail Roth, Wilfrid Laurier University
- Peggy Sattler, Academica Group Inc.
- Sheila Shaver, Sheridan College
- Richard Smith, York University
- Melanie Spence-Ariemma, Sheridan College
- Garima Talwar, Ministry of Training, Colleges and Universities
- Natalee Tokar, Niagara College
- Duncan Topp, Algonquin College
- Steven Wald, Ministry of Training, Colleges and Universities
- Gillian Wells, Wilfrid Laurier University
- Lisa Whalen, Georgian College
- Alan Wright, University of Windsor
- Mike Yam, Canadian Federation of Students – Ontario
- Rosemary Zanutto, University of Windsor

APPENDIX C

2013-14 PUBLICATIONS, BY PRIORITY AREA

ACCESSIBILITY

NO.	TITLE	AUTHOR(S)	DATE PUBLISHED
1	Understanding the Determinants of Academic Success in Apprenticeship Programs at Mohawk College	Martin Dooley and Abigail Payne, with the assistance of Karen Armstrong, Public Economics Data Analysis Laboratory (PEDAL), McMaster University	December 3, 2013
2	@ Issue Paper No. 17 - An Overview of Francophone Postsecondary Education Participation in Ontario	Hillary Arnold, HEQCO, Anne Motte, Canadian Economics Association and Lindsay DeClou, HEQCO	November 26, 2013
3	Non-Traditional Postsecondary Education Pathways of Adult Learners in the Toronto District School Board: Evaluating the Influence of Individual and Neighbourhood Characteristics	Paul Anisef, York University, Robert Brown, Toronto District School Board, and Karen Robson, York University in collaboration with Lisa Newton, Toronto District School Board	October 8, 2013
4	Linguistic Heterogeneity and Non-Traditional Pathways to Postsecondary Education in Ontario	Sylvie A. Lamoureux, Victoria Diaz, Alain Malette, Pierre Mercier, Jean-Luc Daoust, Johanne Bourdages, Karine Turner and Megan Cotnam-Kappel, University of Ottawa	August 20, 2013
5	Returning to High School in Ontario: Adult Students, Postsecondary Plans and Program Supports	Christine Pinsent-Johnson, Ontario Association of Adult and Continuing Education School Board Administrators (CESBA), Shannon Howell, CCI Research Inc. and Rebekka King, CESBA	August 6, 2013
6	Succeeding with Disabilities: Graduates with Disabilities and the Factors Affecting Time-to-Completion	Kelly L. Woods and Marjorie Cook, Georgian College; Lindsay DeClou, HEQCO and Ursula McCloy	June 20, 2013
7	Non-Traditional Pathways to Postsecondary Education: A Qualitative Study of the Experience of Students in College Preparatory Programs	Glen Gorman, Thanh-Thanh Tieu and Taylor Cook from the Conestoga College Institute of Technology and Advanced Learning	May 28, 2013
8	Strategies for Supporting Youth Education: A Snapshot of Early Intervention Programs in Ontario	Fiona Deller and Sonya Tomas, Higher Education Quality Council of Ontario	May 7, 2013

ACCESSIBILITY

NO.	TITLE	AUTHOR(S)	DATE PUBLISHED
9	Background Characteristics and Patterns of Access to Postsecondary Education in Ontario: Evidence from Longitudinal Tax Data	Ross Finnie and Dejan Pavlic, Education Policy Research Initiative (EPRI), University of Ottawa	April 23, 2013

LEARNING OUTCOMES/QUALITY

NO.	TITLE	AUTHOR(S)	DATE PUBLISHED
1	Assessing the Impact of Interactive Sampling Using Audience Response Systems	Irina Ghilic, Michelle L. Cadieux, Joseph A. Kim and David I. Shore, McMaster University	March 25, 2014
2	Evaluation of the Effectiveness of an Online Program to Help Co-op Students Enhance their Employability Skills	T. Judene Pretti, Tonya Noël, T. Gary Waller, University of Waterloo	March 18, 2014
3	Taking Learning Outcomes to the Gym: An Assignment-Based Approach to Developing and Assessing Learning Outcomes	Steve Joordens, Dwayne Pare and Lisa-Marie Collimore, Advanced Learning Technologies Lab, University of Toronto	March 4, 2014
4	The Impact of the Instructional Skills Workshop on Faculty Approaches to Teaching	Debra Dawson, Ken Meadows, Karyn Olsen and Gayle McIntyre, Western University's Centre for Research on Teaching and Learning in Higher Education; and Paola Borin and Judy Britnell, Ryerson University	February 25, 2014
5	Teaching Scientific Inquiry: Inquiry-based training for biology graduate teaching assistants improves undergraduate learning outcomes	P. W. Hughes, Carleton University	February 11, 2014
6	An Assessment of a Blended Learning Model for Information and Geospatial Literacy	John Maclachlan, Jason J. Brodeur, Julianne L. Bagg, Catherine Chiappetta-Swanson, Michelle M. Vine, Susan Vajoczki, McMaster University	January 29, 2014

LEARNING OUTCOMES/QUALITY

NO.	TITLE	AUTHOR(S)	DATE PUBLISHED
7	The Effectiveness of Anatomy Glove Learning System in the Training of Massage Therapy Students	Kristina Lisk, Pat McKee, Amanda Baskwill and Anne Agur from Humber Institute for Technology and Advanced Learning and the University of Toronto	December 10, 2013
8	Assessing Graduate Teaching Development Programs for Impact on Future Faculty	Nanda Dimitrov, Ken Meadows, Erika Kustra, Theimann Ackerson, Laura Prada, Nick Baker, Pierre Boulos, Gayle McIntyre and Michael K. Potter	November 19, 2013
9	Intentions For and Outcomes Following a Decade of Government Investment in Graduate Education	Fred L. Hall; and Hillary Arnold of the Higher Education Quality Council of Ontario	November 5, 2013
10	@ Issue Paper No. 16 - Making the Grade? Troubling Trends in Postsecondary Student Literacy	Nicholas Dion and Vicky Maldonado of the Higher Education Quality Council of Ontario	October 31, 2013
11	Writing Instruction Using an Online Assignment Planner	Boba Samuels, Kelly McDonald and Emmy Misser, Wilfrid Laurier University	October 1, 2013
12	Developing Teaching Assistants as Members of the University Teaching Team	Carol Rolheiser, Tricia Seifert, Cora McCloy, Pamela Gravestock, Graeme Stewart, Emily Greenleaf, Megan Burnett, Sara Carpenter, Benjamin Pottruff and Stephanie McKean, University of Toronto	September 24, 2013
13	Hybrid Learning in a Canadian College Environment	Jeffrey Waldman, Sheridan College, and Carrie E. Smith	September 17, 2013
14	Recruiting Students for Research in Postsecondary Education: A Guide	Darren Cyr, Ruth Childs and Susan Elgie	September 10, 2013
15	Large First-Year Course Re-Design to Promote Student Engagement and Student Learning	Andrew Leger, Anne Godlewska, Jones Adjei, Laura Schaefli, Scott Whetstone, Jessica Finlay, Ron Roy and Jennifer Massey, Queen's University	August 27, 2013
16	Active Learning Strategies in Introductory Financial Accounting Classes	Barb Bloemhof and Julia Christensen Hughes, University of Guelph	August 13, 2013
17	How Online Learning Affects Productivity, Cost and Quality in Higher Education: An Environmental Scan and Review of the Literature	Thomas Carey and David Trick	July 30, 2013

LEARNING OUTCOMES/QUALITY

NO.	TITLE	AUTHOR(S)	DATE PUBLISHED
18	The Impact of Multiple Electronic Learning Resources on Student Academic Performance	Robert Burk, Patrick Lyons, Andrea Noriega and Dragana Polovina-Vukovic, Carleton University	June 11, 2013
19	Measuring Student Success and Satisfaction in Technology-Enhanced Learning Studio Environments	Jim Elliott and Rachel Colquhoun, Lambton College	June 4, 2013
20	The University of Waterloo and Work-Integrated Learning: Three Perspectives	Lindsay DeClou from the Higher Education Quality Council of Ontario and Julie Peters and Peggy Sattler from Academica Group Inc.	May 9, 2013
21	@ Issue Paper No. 15 - So You Want to Earn a PhD? The Attraction, Realities and Outcomes of Pursuing a Doctorate	Vicky Maldonado, Richard Wiggers, Higher Education Quality Council of Ontario; and Christine Arnold	April 30, 2013
22	Beyond Labs and Libraries: Career Pathways for Graduate Students	Allison B. Sekuler, McMaster University; Barbara Crow, York University; and Robert B. Annan, Mitacs, Inc.	April 30, 2013
23	Postsecondary Education Latecomers: Profile and Labour Market Outcomes of Ontario PSE Graduates	Shuping Liu, Higher Education Quality Council of Ontario	April 9, 2013
24	Work-Integrated Learning in Ontario's Postsecondary Sector: The Experience of Ontario Graduates	Peggy Sattler and Julie Peters, Academica Group, Inc.	April 2, 2013

SYSTEM DESIGN

NO.	TITLE	AUTHOR(S)	DATE PUBLISHED
1	Teaching Loads and Research Outputs of Ontario University Faculty: Implications for Productivity and Differentiation	Linda Jonker and Martin Hicks, Higher Education Quality Council of Ontario	March 11, 2014
2	The Diversity of Ontario's Colleges: A Data Set to Inform the Differentiation Discussion	Martin Hicks, Harvey P. Weingarten, Linda Jonker and Shuping Liu, Higher Education Quality Council of Ontario	September 12, 2013
3	The Diversity of Ontario's Universities: A Data Set to Inform the Differentiation Discussion	Harvey P. Weingarten, Martin Hicks, Linda Jonker and Shuping Liu, Higher Education Quality Council of Ontario	July 23, 2013
4	Performance Indicators: A Report on Where We Are and Where We Are Going	Higher Education Quality Council of Ontario	April 11, 2013
5	Quality: Shifting the Focus: A Report from the Expert Panel to Assess the Strategic Mandate Agreement Submissions	Higher Education Quality Council of Ontario	April 4, 2013

APPENDIX D

HEQCO EVENTS 2013-14

NO.	EVENT	DATE	LOCATION
1	**Policy Projects Research Symposium** *The Symposium was an opportunity for the student teams to showcase their research and to engage in facilitated discussion with academics, policy experts and members of the public service.*	March 25, 2014	University of Toronto Toronto, ON
2	**National Data Symposium** *This event examined innovative and effective uses of data and explored data-enabled solutions to the many challenges we face in the postsecondary arena*	March 17-18, 2014	Delta Ottawa
3	**Defining and Measuring Student Success: A Higher Education Policy Research Symposium** in partnership with the Higher Education Group at OISE and the Ministry of Training, Colleges and Universities *This event focused on defining and measuring student success within Ontario's postsecondary education system.*	November 22, 2013	OISE/University of Toronto
4	**Rethinking higher ed: Beyond {the buzzwords}** *HEQCO's fourth annual conference addressed pressing questions about higher education's ability to manage change – from open badges to hybrid courses, entrepreneurship to alignment with the work world.*	November 7-8, 2013	Sheraton Centre Toronto Toronto, ON
5	**HEQCO presents Dr. Roger Benjamin** *Talk by Dr. Benjamin on CAE's Collegiate Learning Assessment project - considered by some to be the gold standard for the assessment of critical thinking skills in postsecondary students.*	September 11, 2013	Ryerson University Toronto, ON
6	**Key Issues in Ontario Higher Education: A Policy Research Symposium** in partnership with the Higher Education Group at OISE and the Ministry of Training, Colleges and Universities *The event addressed key policy research issues facing Ontario's postsecondary system including student mobility, institutional differentiation and learning outcomes.*	May 16, 2013	OISE/University of Toronto Toronto, ON

APPENDIX E

SPEAKING ENGAGEMENTS BY HEQCO STAFF

WITHIN ONTARIO

1. Weingarten, H. (April 3, 2013) *The changing landscape of PSE.* Panel member at OUSA's Partners in Higher Education Dinner panel discussion, Toronto, ON.
2. Wiggers, R. (April 5, 2013) *Expanding Graduate Enrolments: To What End? York* University, Office of the Dean, Graduate Studies, Toronto, ON.
3. Wiggers, R. (April 8, 2013) *Work Integrated Learning (WIL): Are We Doing Too Little, Or Too Much, to Integrate Workplace Experiences into University Learning?* Trent University, Academic Skills and Career Centre, Peterborough, ON.
4. Wiggers, R. (April 10, 2013) *Work Integrated Learning (WIL): Are We Doing Too Little, Or Too Much, to Integrate Workplace Experiences into University Learning?* Webinar: Engaging Youth In Careers in the Trades, Canadian Apprenticeship Forum.
5. Weingarten, H. (April 18-19, 2013) *Differentiated mandates in Ontario higher education.* Presentation to the University of Laurentian, Board of Governors, Sudbury, ON.
6. Lennon, M.C. (April 23, 2013) *Assessment of Higher Education Learning Outcomes: Ontario's activities in an OECD Feasibility Study*, Presentation to the Learning Outcomes Assessment, Practically Speaking' symposium hosted by Council of Ontario Universities/Ontario College Quality Assurance Service/Colleges Ontario. Toronto, ON.
7. Weingarten, H. (April 23, 2013) Panel member at COU Learning Outcomes Assessment conference.
8. Wiggers, R. (April 29, 2013) *Evidence-Based Practice: Dissemination and Integration of Research.* Fostering a Degree Community: Developing a Culture of Scholarship, Seneca College, Toronto, ON.
9. Hudak, L. (May 1, 2013) Presentation at the University of Toronto Next Steps Conference. Toronto, ON.
10. Weingarten, H. (May 1-2, 2013) Keynote speaker at University of Windsor *Provosts' Forum on the Future of University Teaching*, Windsor, ON.
11. Wiggers, R. (May 6, 2013) *What is Student Success?: Findings from Research at Ontario Colleges and Universities.* Strategic Enrolment Management and Marketing, SEMM Forum 2013, Toronto, ON.
12. Hicks, M. (May 7, 2013) *Quality, access and productivity.* Presentation to Council of Ontario Universities all staff meeting. Toronto, ON.
13. Wiggers, R. (May 10, 2013) *Engagement of Students: Do We Need to Broaden the Focus from the Training of Teachers to the Engagement of Students.* Common Block Development Week, Sir Sandford Fleming College, Peterborough, ON.
14. Wiggers, R. (May 10, 2013) *Work Integrated Learning (WIL): Are We Doing Too Little, Or Too Much, to Integrate Workplace Experiences into University Learning?* Common Block Development Week, Sir Sandford Fleming College, Peterborough, ON.
15. Hicks, M. (May 13, 2013) *Using PSE Data: Driving Access, Retention and Improved Student Outcomes.* Panel presentation to Mohawk College / Education Policy Research Initiative round table. Hamilton, ON.
16. Lennon, M.C. (May 16, 2013) Supporting Higher Education Learning Outcomes. Presented to the Key Issues in Ontario Higher Education: A Policy Research Symposium hosted by OISE/TCU/HEQCO. Toronto, ON.
17. Wiggers, R. (May 21, 2013) *Waterloo and Work Integrated Learning (WIL): Three Perspectives.* WatCACE Associates Meeting, University of Waterloo, Waterloo, ON.
18. Hicks, M. (May 22, 2013) *National Data Symposium.* Presentation to CMEC. Toronto, Ontario.

19. Wiggers, R. (May 26, 2013) *Update on HEQCO Research.* Ontario Colleges Quality Leads Networking and Learning Event, Centennial College, Scarborough, ON.
20. Wiggers, R. (May 27, 2013) *Coordinating in a Changing Postsecondary Education (PSE) Landscape.* Academic Coordinators' Academy (ACA), Seneca College, Toronto, ON.
21. Wiggers, R. (May 28, 2013) *Work Integrated Learning (WIL): Are We Doing Too Little, Or Too Much, to Integrate Workplace Experiences into Higher Education Learning?* Education at Work Ontario (EWO), Orillia, ON.
22. Jonker, L. (June 4, 2013) Guest lecture at the University of Waterloo for Econ 363: Canadian Contemporary Problems. Waterloo, ON.
23. Wiggers, R. (June 4, 2013) *Higher Education Council of Ontario (HEQCO) and a Culture of Research.* College Sector Committee for Adult Upgrading 2013 Annual Conference, Georgian College, Barrie, ON.
24. Hicks, M. (June 6, 2013) Presentation and panel moderator, Statistics Canada symposium on return on investment in higher education. Ottawa, ON.
25. Lennon, M.C. (June 11, 2013) Evaluating Higher Education Learning Outcomes. Presentation to the Canadian Evaluation Society Annual Conference. Toronto, ON.
26. Wiggers, R. & De Souza, R. (June 19, 2013) *The Research Process at HEQCO.* Labour Market and Research Unit LMIR Retreat 2013, MTCU, Toronto, ON.
27. Hicks, M. (June 20, 2013) *Data-informed policy making in higher education.* Presentation to Canadian Universities Government Relations Officers. Toronto, ON.
28. Hicks, M., Arnold, H., & DeClou, L. (June 26-28, 2013) Productivity. Co-presentation at Ontario Council of University Planning and Analysis annual conference. Sudbury, ON.
29. Wiggers, R. (August 6, 2013) *Expanding Graduate Enrolments: To What End?* McMaster University School of Graduate Studies, Hamilton, ON.
30. Wiggers, R. (August 16, 2013) *Navigating for Success: HEQCO Research on the Varied Postsecondary Voyages of Ontario High School Graduates.* Provincial Liaison Workshop 2013, Trent University, Peterborough, ON.
31. Wiggers, R. (August 27, 2013) *The Shifting Nature of Teaching & Learning in Today's University.* Western University, London, ON.
32. Hicks, M. (September 12, 2013) *Outcomes-based funding.* Presentation to Ontario Council of University Planning and Analysis. Toronto, ON.
33. Weingarten, H. (September 12, 2013) *Sustainability of Ontario's universities: Trends, challenges and opportunities.* Speaker at Wilfrid Laurier Annual Board of Governors Governance Dinner, Waterloo, ON.
34. Wiggers, R. (September 12, 2013) *HEQCO Contracts and Publications: 2013 Update.* Institutional Research Practitioners Networking Group (IRPNG), Colleges Ontario, Centennial College, Toronto, ON.
35. Wiggers, R. (September 17, 2013) *What Can Students Do To Make Themselves Job Ready?* Liberal Studies Department, Humber Institute of Technology and Advanced Learning, Toronto, ON.
36. Weingarten, H. (September 22-23, 2013) Speaker at the *Colleges Ontario Retreat*, Toronto, ON.
37. Wiggers, R. (September 24, 2013) *Funded Research: The Process of Applying for Research Funding*. Research Analyst Graduate Certificate Program, Humber College, Toronto, ON.
38. Hicks, M. (September 25, 2013) *Outcomes-based funding.* Presentation to Ontario College Heads of Institutional Research on outcomes based funding. Toronto, ON.
39. Wiggers, R. (October 18, 2013) *Public Policy to Promote Access, Equity and Success in Higher Education*. M.Ed. in Higher Education Leadership, OISE, Toronto, ON.
40. Wiggers, R. (October 23, 2013) *Student Expectations vs. The Realities of the Workplace.* Canadian Association For Cooperative Education (CAFCE), Engaging Our Youth In Education, Enabling Our Youth for Employment, University of Ottawa, Ottawa, ON.
41. Wiggers, R. & Goodfellow, A. (November 10, 2013) *Promoting Diverse Pathways After High School: The Creation of What's Next?: Your Guide to Education and Career/Life Planning in Ontario.* Ontario School Counsellors' Association (OSCA), 2013 Conference, Toronto, ON.
42. Wiggers, R. (November 19, 2013) *Career Services & Experiential Learning at Ontario Universities.* Ontario Career Director's, Fall Meeting, University of Guelph, ON.

43. Wiggers, R. (November 22, 2013) *Setting Expectations: What is the role of Firms, PSE Institutions & Workers?* Firms, Productivity and Employee Training, Roundtable organized by the Institute for Research on Public Policy (IRPP), University of Ottawa, Ottawa, ON.
44. DeClou, L. (November 29, 2013) *Data visualization.* Lunch and Learn for the Policy Research Projects Third Update Meeting. Toronto, ON.
45. Weingarten, H. (December 3, 2013) *Managing for Quality.* Keynote speaker at the University of Guelph Board of Governors retreat, Guelph, ON.
46. Wiggers, R. (January 22, 2014) *Public Policy in Higher Education and the Role and Impact of Research.* Brock University, Hamilton, ON.
47. Wiggers, R. (January 24, 2014) *PSE Students and the Search for Jobs After Graduation.* School of Biological Sciences and Applied Chemistry, Seneca College/York University, Toronto, ON.
48. Wiggers, R. (February 13, 2014) *Pathways to Success: Who is attending our colleges & universities? What are they seeking?* Ontario University Registrars' Association (OURA), Toronto, ON.
49. Wiggers, R. (February 14, 2014) *Public Policy in Higher Education: The role and impact of research.* OISE/University of Toronto, Toronto, ON.
50. Weingarten, H. (March 12, 2014) Managing for quality: *Lessons from the Ontario experience.* Keynote presentation to the Comparative & International Education Society annual conference. Toronto, ON.
51. Bloch-Nevitte, S. (March 18, 2014) *Effective communications for researchers.* University of Toronto, Scarborough, Scarborough, ON.
52. Wiggers, R. (March 19, 2014) *Learning to Work, Working to Learn: What is the relationship between a PSE credential and a job/career?* Department of Sociology, McMaster University, Hamilton, ON.
53. Wiggers, R. (March 22, 2014) *Learning to Work, Working to Learn: What is the relationship between a PSE credential and a job/career?* 7th Annual Undergraduate Research Conference, Nipissing University, North Bay, ON.
54. De Souza, R. (March 25, 2014) *Learning to Teach, Teaching to Learn: Teaching to Learn - Encouraging Teaching Excellence in Ontario.* HEQCO Policy Projects Symposium, University of Toronto, Toronto, ON.
55. Wiggers, R. (March 28, 2014) *Public Policy in Higher Education: The role and impact of research.* Bertha Rosenstadt National Undergraduate Research Conference, University of Toronto, Toronto, ON.

WITHIN CANADA

1. Weingarten, H. (April 25-26, 2013) *Playing smart in Canada's ocean playground.* Presentation to the Nova Scotia Department of Labour and Advanced Education and Nova Scotia universities planning session. Halifax, NS.
2. Wiggers, R. & Lopes, V. (May 7, 2013) *Measuring and Assessing the Value of Student Engagement.* Student Enrolment Management Summit 2013, Calgary, AB.
3. Hicks, M., DeClou, L., & Jonker, L. (October 27-29, 2013) *Productivity and university faculty workloads.* Co-Presentation to Canadian Institutional Research and Planning Association. Regina, SK.
4. Wiggers, R. (October 28, 2013) *HEQCO Research on Graduate Enrolment Expansion.* Canadian Institutional Research and Planning Association (CIRPA), 22nd Annual Conference, Regina, SK.
5. Arnold, H. & Liu, S. (November 4, 2013) *The financial and academic story: What the CGPSS tells us about the graduate student experience*, Co-presentation at the 51st CAGS annual conference. Montreal, QB.
6. Arnold, H. (November 5, 2013) *Increases in federal financial support for graduate students: Preceding policies and subsequent outcomes,* Presentation at the 51st CAGS annual conference. Montreal, QB.
7. Weingarten, H. (January 30, 2014) *A Sustainable High Quality Postsecondary System: Challenges and Opportunities for Atlantic Canada*. Speaker at the Council of Atlantic Ministers of Education and Training (CAMET), Fredericton, NB.

INTERNATIONAL

1. Lennon, M.C. (April 30, 2013) *Assessment of Higher Education Learning Outcomes (AHELO):* An OECD Feasibility Study. Presentation to Third Annual Conference on Quality Assurance in Post-Secondary Education hosted by of the National Commission for Academic Accreditation and Assessment. Dammam, Kingdom of Saudi Arabia.
2. Lennon, M.C. (July 11, 2013) *AHELO's Civil Engineering Strand: What information can a jurisdictional report provide, and why is it valuable?* Presented to the AHELO – What can we learn from the OECD's Feasibility Study Symposium, Hosted by the State Higher Education Executive Authority, Washington D.C., USA.
3. Wiggers, R., Rolheiser, C., & Seifert, T. (October 4, 2013) *Developing Teaching Assistants' Pedagogical Responsibilities and Professional Skills: Recent Canadian Research*. International Society for the Study of Teaching and Learning (ISSOTL), 2013 Annual Meeting, Raleigh, NC.
4. Lennon, M.C. (December 10, 2013) *Learning outcomes in quality assurance.* Panel discussant at the Quality Assurance of Higher Education in an Age of Globalization Symposium, Hosted by National Institute for Educational Research, Tokyo, Japan.
5. Lennon, M.C. (December 11, 2013) AHELO: *The Ontario Experience.* Presented to the Analysing Results from the AHELO Feasibility Study – In what ways can a future AHELO inform universities, Tokyo Institute of Technology, Tokyo, Japan.

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